

# LESSON PLAN FORMAT

<b>SUBJECT</b>	Science	<b>GRADE</b>	2nd
<b>TOPIC</b>	Light and shadows	<b>LENGTH</b>	120 minutes
<b>AIMS</b>			
<b>MAIN AIMS</b> <i>(What are the main aims of your lesson (content, language skills and language items)? What do you want your learners to have learnt by the end of this lesson?)</i>			
<p><b>MAIN AIM:</b> By the end of the lesson, learners will define what a shadow is and how it is formed, distinguishing objects according to their ability to let the light pass through them.</p> <p><b>SUBSIDIARY AIM:</b> Learners will also be able to apply these characteristics in the performance of a shadow puppetry play.</p>			
<b>TEACHING OBJECTIVES</b>			
<b>Content</b> <i>(New knowledge, skills and understanding)</i>	<b>Cognition</b> <i>(High-order thinking skills, problem-solving, challenges and reflection)</i>	<b>Culture</b> <i>(Awareness of self and other, identity, citizenship, and pluricultural understanding)</i>	
<p><b>Define what a shadow is and how it is formed.</b></p> <p><b>Distinguish between opaque, transparent and translucent objects.</b></p>	<p><b>Classify objects based on their ability to let light pass through them.</b></p> <p><b>Evaluate the quality of the shadow puppet play of the other students based on a set of criteria.</b></p>	<p><b>Recognize the origin of Shadow puppetry plays in China.</b></p> <p><b>Create and perform a simple shadow puppetry play.</b></p>	
<b>Communication</b> <i>(What and how)</i>			
<b>Language of Learning</b> <i>(Key vocabulary – content-obligatory) (Key vocabulary – content)</i>	<b>Language for Learning</b> <i>(Functional language e.g. language while learners participate in the lesson – thinking skills)</i>	<b>Language through learning</b> <i>(Language progression, practice and extension – emerging language, and what you will do with this)</i>	
<p><b>Light</b></p> <p><b>Transparent</b></p> <p><b>Translucent</b></p> <p><b>Opaque</b></p> <p><b>Shadows</b></p>	<p><b>Can pass through</b></p> <p><b>Allows light to pass through it</b></p> <p><b>Cannot pass through</b></p> <p><b>Block light</b></p> <p><b>It's right</b></p> <p><b>It's wrong</b></p> <p><b>What do you think...?</b></p> <p><b>How would you classify..?</b></p> <p><b>What would happen if...?</b></p> <p><b>How would you improve...?</b></p> <p><b>How could you modify the plan...?</b></p> <p><b>How would you evaluate...?</b></p> <p><b>Do you agree with...?</b></p> <p><b>What would you recommend...?</b></p>		
<b>CRITERIA FOR ASSESSMENT</b> <i>(What kind of assessment will be used in class? (teacher, peer, self?) What are you assessing, how?)</i>			
<p><b>Formative Assessment</b></p> <p><a href="#">Rubric for self evaluation</a></p> <p><a href="#">Rubric for peer evaluation of the shadow puppetry play</a></p>		<p><b>Summative Assessment</b></p> <p>Average of the results of the rubrics.</p>	

LESSON PROCEDURE / ACTIVITIES			
Time	Stage	Procedure	Materials & Resources
10 min	<b>Activate prior knowledge</b>	Make groups of 4 students. Review of previous lesson classifying natural or artificial sources of light. Presenting the topics, objectives and rubric for the class.	Tv, laptop and internet connection <a href="https://wordwall.net/resource/2898124/science/light-sources-year-3">https://wordwall.net/resource/2898124/science/light-sources-year-3</a>
15 min	<b>Lead in</b> Exploration	What happens when the light interacts with an object? Lab with different objects in the classroom and a flashlight	Flashlight and 5 objects chosen by students.
15 min	Reading-writing	Students will read a short text about Light and Non-luminous objects and then they have to complete a mind map in their book.	<a href="#">Text from New Learning Science 2</a> <a href="#">Mind map form New Learning Science 2</a>
10 min	Classification	Teacher gives each group a series of materials and they have to classify them into opaque, transparent and translucent groups. They have to speak in English all the time and justify their election.	Plastic bag, clear plastic sheet, paper, cardboard, carton, light white fabric, heavy dark fabric, wood sheet.
10 min	Culture	Teacher will introduce shadow puppetry in China and then show videos about its origin and a short example of a play. How do Chinese artists use the ability of objects to let light through?	<a href="#">Origin of Chinese shadow puppetry</a> <a href="#">Example of play</a>
15 min	Application	Teacher shows the rubric for the shadow play and matches the groups which evaluate each other. Students will analyze it and make a plan, choose some characters and practice.	Puppets given by the teacher.
30 min	Performance and evaluation	Each group will show the short play and the other group will evaluate.	<a href="#">Rubric for peer evaluation of the shadow puppetry play</a>
5 min	Evaluation	Self evaluation	<a href="#">Rubric for self evaluation</a>
10 min	<b>Wrap up</b>	Congratulations, What do you like the most in the class? and sing the song See you later alligator	<a href="#">Song</a>